



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 10231188  
SAU: Bristol School Department  
School: Bristol Consolidated School

### Contents of the Report

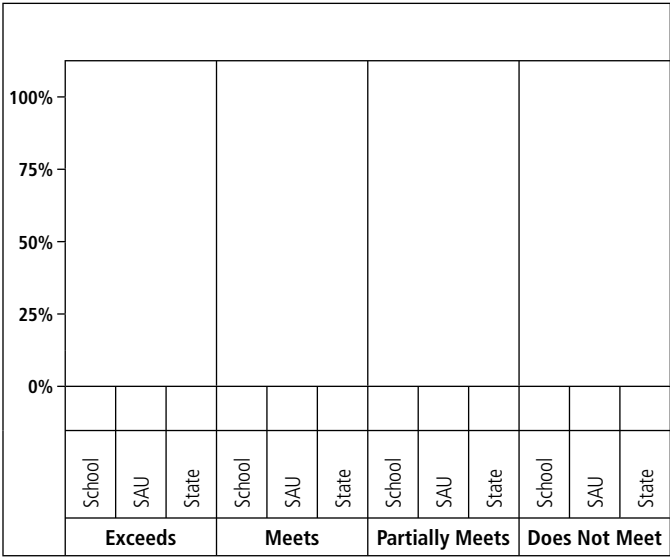
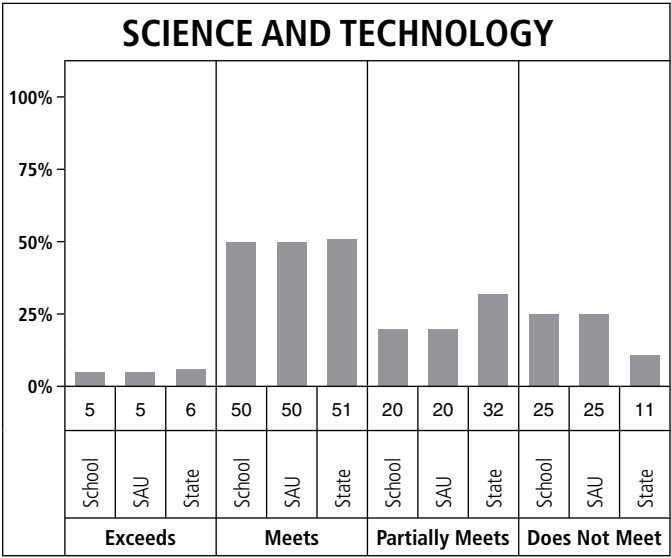
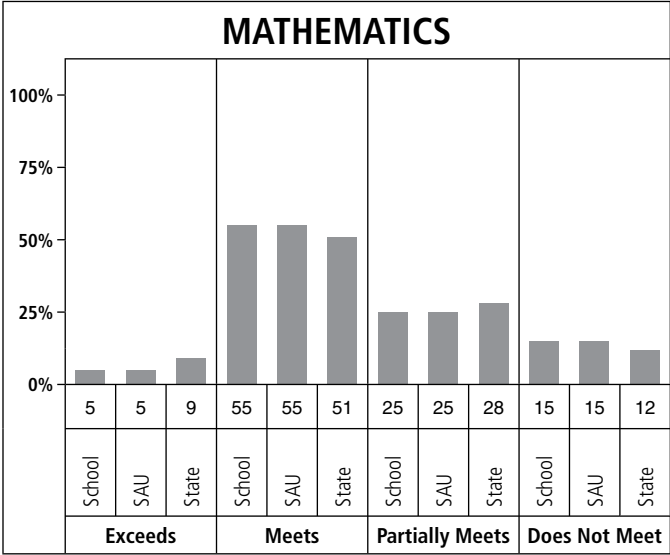
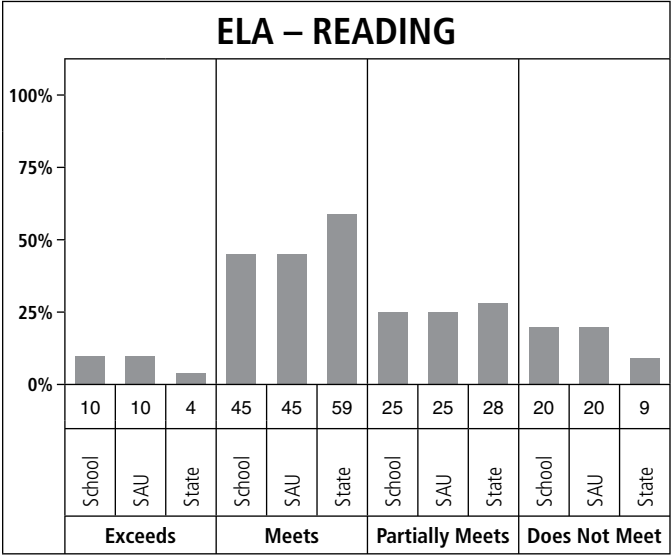
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008  
 Grade: 4  
 SAU: Bristol School Department  
 School: Bristol Consolidated School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	441	441	444
2006–2007	443	443	445
<b>2007–2008</b>	<b>444</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	442	442	445
<b>Mathematics</b>			
2005–2006	444	444	444
2006–2007	443	443	445
<b>2007–2008</b>	<b>444</b>	<b>444</b>	<b>445</b>
Cum. Avg. *	444	444	445
<b>Science &amp; Technology</b>			
2005–2006	442	442	444
2006–2007	442	442	444
<b>2007–2008</b>	<b>440</b>	<b>440</b>	<b>444</b>
Cum. Avg. *	441	442	444



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 4

SAU: Bristol School Department

School: Bristol Consolidated School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	20	100	21	100	14207	100	20	100	21	100	14181	100	20	100	21	100	14123	100	20	100	21	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	20	100	21	100	13282	93	20	100	21	100	13264	100	20	100	21	100	13205	100	20	100	21	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	5	25	6	29	2524	18	5	100	6	100	2514	100	5	100	6	100	2498	99	5	100	6	100	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	9	45	10	48	5587	39	9	100	10	100	5569	100	9	100	10	100	5538	99	9	100	10	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA–Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	15	75	15	71	10755	76	15	75	15	71	10730	76	15	75	15	71	10776	76						
Identified disability (PET/IEP)	1	7	1	7	375	3	1	7	1	7	374	3	1	7	1	7	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	5	25	5	24	3298	23	5	25	5	24	3267	23	5	25	5	24	3215	23						
Identified disability (PET/IEP)	4	80	4	80	2013	61	4	80	4	80	1998	61	4	80	4	80	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	1	20	1	20	1046	32	1	20	1	20	1023	31	1	20	1	20	987	31						
Participation through alternate assessment (PAAP)	0	0	1	5	126	1	0	0	1	5	126	1	0	0	1	5	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	1	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	4
SAU:	Bristol School Department
School:	Bristol Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	3	1	3	601	4
	2006-2007	0	0	0	0	507	4
	<b>2007-2008</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>10</b>	<b>559</b>	<b>4</b>
	Cum. Total*	3	4	3	4	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	15	43	18	45	7910	57
	2006-2007	13	65	13	65	8749	63
	<b>2007-2008</b>	<b>9</b>	<b>45</b>	<b>9</b>	<b>45</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	37	49	40	50	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	17	49	18	45	3970	29
	2006-2007	6	30	6	30	3467	25
	<b>2007-2008</b>	<b>5</b>	<b>25</b>	<b>5</b>	<b>25</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	28	37	29	36	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	2	6	3	8	1421	10
	2006-2007	1	5	1	5	1165	8
	<b>2007-2008</b>	<b>4</b>	<b>20</b>	<b>4</b>	<b>20</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	7	9	8	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	28.6	59.6	28.6	59.6	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	15.1	62.9	15.1	62.9	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	13.5	56.3	13.5	56.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Bristol School Department  
 School: Bristol Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	2	10	9	45	5	25	4	20	444	20	10	45	25	20	444	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	20	2	10	9	45	5	25	4	20	444	20	10	45	25	20	444	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	0	0	3	60	2	40	432	5	0	0	60	40	432	2388	0	29	44	26	437
No	15	2	13	9	60	2	13	2	13	449	15	13	60	13	13	449	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										0						373	1	32	35	32	436
No	20	2	10	9	45	5	25	4	20	444	20	10	45	25	20	444	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	9	1	11	4	44	2	22	2	22	445	9	11	44	22	22	445	5502	1	47	37	14	441
No	11	1	9	5	45	3	27	2	18	444	11	9	45	27	18	444	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	20	2	10	9	45	5	25	4	20	444	20	10	45	25	20	444	14048	4	59	28	9	445
<b>Gender</b>																						
Female	10	0	0	6	60	2	20	2	20	444	10	0	60	20	20	444	6959	5	61	26	8	446
Male	10	2	20	3	30	3	30	2	20	445	10	20	30	30	20	445	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	0	37	46	17	439
No	20	2	10	9	45	5	25	4	20	444	20	10	45	25	20	444	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	3										3						266	21	74	4	0	456
No	17	0	0	8	47	5	29	4	24	441	17	0	47	29	24	441	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bristol School Department

School: Bristol Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	1	42	36	21	440
B. less than one hour	60	1	8	4	33	5	42	2	17	442	60	8	33	42	17	442	74	4	62	27	7	445
C. one to two hours	40	1	13	5	63	0	0	2	25	447	40	13	63	0	25	447	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	89	2	12	8	47	4	24	3	18	445	89	12	47	24	18	445	30	6	63	24	7	446
B. They match some of what I have learned.	5	0	0	0	0	1	100	0	0	440	5	0	0	100	0	440	52	4	63	27	6	446
C. They match just a little of what I have learned.	5	0	0	0	0	0	0	1	100	428	5	0	0	0	100	428	12	2	46	37	15	441
D. There is no match.	0										0						5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	0	0	4	67	0	0	2	33	442	30	0	67	0	33	442	35	7	66	20	6	448
B. good	50	2	20	4	40	3	30	1	10	448	50	20	40	30	10	448	51	3	60	29	7	445
C. fair	20	0	0	1	25	2	50	1	25	438	20	0	25	50	25	438	12	1	44	40	16	440
D. poor	0										0						2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	1	33	2	67	0	0	0	0	453	15	33	67	0	0	453	19	2	46	34	17	442
B. about the same as my regular schoolwork	80	1	6	7	44	5	31	3	19	444	80	6	44	31	19	444	62	5	64	26	5	446
C. easier than my regular schoolwork	5	0	0	0	0	0	0	1	100	428	5	0	0	0	100	428	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	10	1	50	1	50	0	0	0	0	455	10	50	50	0	0	455	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	70	1	7	7	50	3	21	3	21	445	70	7	50	21	21	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	20	0	0	1	25	2	50	1	25	437	20	0	25	50	25	437	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	15	0	0	2	67	0	0	1	33	444	15	0	67	0	33	444	18	7	64	22	7	447
B. 20 minutes to an hour	50	1	10	5	50	2	20	2	20	445	50	10	50	20	20	445	55	4	64	26	6	446
C. less than 20 minutes	35	1	14	2	29	3	43	1	14	444	35	14	29	43	14	444	14	2	53	33	12	443
D. I rarely read at home.	0										0						13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	0										0						23	3	50	34	13	442
B. six to ten pages	15	0	0	0	0	0	0	3	100	427	15	0	0	0	100	427	25	3	60	29	8	444
C. eleven or more pages	85	2	12	9	53	5	29	1	6	447	85	12	53	29	6	447	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	432	100	0	0	100	0	432						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Bristol School Department  
School: Bristol Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	3	1	3	1294	9
	2006-2007	0	0	0	0	1054	8
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	2	3	2	3	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	19	54	21	53	7000	50
	2006-2007	10	53	10	53	7394	53
	<b>2007-2008</b>	<b>11</b>	<b>55</b>	<b>11</b>	<b>55</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	40	54	42	53	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	12	34	15	38	3784	27
	2006-2007	8	42	8	42	3729	27
	<b>2007-2008</b>	<b>5</b>	<b>25</b>	<b>5</b>	<b>25</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	25	34	28	35	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	3	9	3	8	1894	14
	2006-2007	1	5	1	5	1735	12
	<b>2007-2008</b>	<b>3</b>	<b>15</b>	<b>3</b>	<b>15</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	7	9	7	9	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.1	60.7	9.1	60.7	9.5	63.3
Cluster 2: Shape and Size	14	29	9.6	68.6	9.6	68.6	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.1	62.0	3.1	62.0	3.4	68.0
Cluster 4: Patterns	14	29	9.2	65.7	9.2	65.7	9.7	69.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Bristol School Department  
 School: Bristol Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	1	20	3	60	428	5	0	20	20	60	428	2372	3	31	36	30	436
No	15	1	7	10	67	4	27	0	0	449	15	7	67	27	0	449	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	0										0						381	4	33	28	35	435
No	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	9	1	11	5	56	0	0	3	33	443	9	11	56	0	33	443	5472	5	41	35	19	440
No	11	0	0	6	55	5	45	0	0	445	11	0	55	45	0	445	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	13992	9	51	28	12	445
<b>Gender</b>																						
Female	10	0	0	6	60	2	20	2	20	442	10	0	60	20	20	442	6933	9	50	29	12	445
Male	10	1	10	5	50	3	30	1	10	446	10	10	50	30	10	446	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1890	2	34	41	23	438
No	20	1	5	11	55	5	25	3	15	444	20	5	55	25	15	444	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	3										3						266	45	49	5	0	461
No	17	0	0	9	53	5	29	3	18	441	17	0	53	29	18	441	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bristol School Department

School: Bristol Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	6	34	33	27	438
B. less than one hour	60	1	8	6	50	2	17	3	25	442	60	8	50	17	25	442	74	10	52	28	10	446
C. one to two hours	40	0	0	5	63	3	38	0	0	447	40	0	63	38	0	447	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	85	1	6	11	65	3	18	2	12	447	85	6	65	18	12	447	38	13	56	23	8	448
B. They match some of what I have learned.	5	0	0	0	0	1	100	0	0	436	5	0	0	100	0	436	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	0	0	1	50	1	50	421	10	0	0	50	50	421	10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	30	1	17	4	67	1	17	0	0	455	30	17	67	17	0	455	35	16	55	20	8	449
B. good	50	0	0	6	60	1	10	3	30	439	50	0	60	10	30	439	48	7	52	31	11	445
C. fair	20	0	0	1	25	3	75	0	0	439	20	0	25	75	0	439	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	0										0						15	4	38	33	25	439
B. about the same as my regular schoolwork	95	1	5	11	58	4	21	3	16	444	95	5	58	21	16	444	64	10	54	28	9	446
C. easier than my regular schoolwork	5	0	0	0	0	1	100	0	0	434	5	0	0	100	0	434	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	15	1	33	1	33	1	33	0	0	454	15	33	33	33	0	454	23	8	47	29	16	443
B. two or three days a week	80	0	0	9	56	4	25	3	19	441	80	0	56	25	19	441	36	11	54	27	9	447
C. two or three times each month	5	0	0	1	100	0	0	0	0	460	5	0	100	0	0	460	25	10	53	27	10	446
D. never or almost never	0										0						16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	0	0	0	0	1	100	408	5	0	0	0	100	408	5	3	30	33	33	436
B. two or three days a week	20	0	0	2	50	1	25	1	25	439	20	0	50	25	25	439	19	8	50	30	12	445
C. two or three times each month	65	1	8	8	62	4	31	0	0	449	65	8	62	31	0	449	38	11	55	26	8	447
D. never or almost never	10	0	0	1	50	0	0	1	50	435	10	0	50	0	50	435	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	0	0	0	0	1	100	408	5	0	0	0	100	408	8	3	33	38	25	438
B. 30–45 minutes	10	0	0	0	0	1	50	1	50	424	10	0	0	50	50	424	27	6	48	33	13	443
C. 45–60 minutes	0										0						38	11	54	26	9	447
D. more than 60 minutes	85	1	6	11	65	4	24	1	6	448	85	6	65	24	6	448	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	426	100	0	0	0	100	426						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Bristol School Department  
School: Bristol Consolidated School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	1	3	1	3	751	5
	2006-2007	0	0	0	0	963	7
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>882</b>	<b>6</b>
	Cum. Total*	2	3	2	3	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	19	54	22	55	7251	52
	2006-2007	12	60	12	60	6824	49
	<b>2007-2008</b>	<b>10</b>	<b>50</b>	<b>10</b>	<b>50</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	41	55	44	55	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	11	31	12	30	4514	32
	2006-2007	8	40	8	40	4382	32
	<b>2007-2008</b>	<b>4</b>	<b>20</b>	<b>4</b>	<b>20</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	23	31	24	30	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	4	11	5	13	1458	10
	2006-2007	0	0	0	0	1735	12
	<b>2007-2008</b>	<b>5</b>	<b>25</b>	<b>5</b>	<b>25</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	9	12	10	13	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.6	63.3	7.6	63.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.0	58.3	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	6.3	52.5	6.3	52.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.1	59.2	7.1	59.2	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Bristol School Department  
 School: Bristol Consolidated School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	1	5	10	50	4	20	5	25	440	20	5	50	20	25	440	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	20	1	5	10	50	4	20	5	25	440	20	5	50	20	25	440	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	5	0	0	1	20	0	0	4	80	424	5	0	20	0	80	424	2370	2	32	41	25	437
No	15	1	7	9	60	4	27	1	7	446	15	7	60	27	7	446	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										0						379	1	25	35	39	433
No	20	1	5	10	50	4	20	5	25	440	20	5	50	20	25	440	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	9	0	0	4	44	1	11	4	44	433	9	0	44	11	44	433	5470	3	41	39	18	440
No	11	1	9	6	55	3	27	1	9	446	11	9	55	27	9	446	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	20	1	5	10	50	4	20	5	25	440	20	5	50	20	25	440	13986	6	51	32	11	444
<b>Gender</b>																						
Female	10	0	0	4	40	2	20	4	40	433	10	0	40	20	40	433	6929	6	49	33	12	443
Male	10	1	10	6	60	2	20	1	10	447	10	10	60	20	10	447	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										0						1888	1	32	44	23	437
No	20	1	5	10	50	4	20	5	25	440	20	5	50	20	25	440	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	3										3						266	30	65	5	1	457
No	17	1	6	7	41	4	24	5	29	438	17	6	41	24	29	438	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bristol School Department

School: Bristol Consolidated School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	4	37	36	22	439
B. less than one hour	60	1	8	4	33	2	17	5	42	436	60	8	33	17	42	436	74	6	53	31	10	444
C. one to two hours	40	0	0	6	75	2	25	0	0	446	40	0	75	25	0	446	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	30	0	0	3	50	1	17	2	33	439	30	0	50	17	33	439	24	9	53	28	10	446
B. They match some of what I have learned.	65	1	8	6	46	3	23	3	23	440	65	8	46	23	23	440	49	6	54	31	9	445
C. They match just a little of what I have learned.	5	0	0	1	100	0	0	0	0	444	5	0	100	0	0	444	21	4	47	36	13	442
D. There is no match.	0										0						6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	15	0	0	2	67	0	0	1	33	433	15	0	67	0	33	433	25	9	53	27	10	446
B. good	55	0	0	7	64	1	9	3	27	441	55	0	64	9	27	441	54	6	55	30	9	445
C. fair	30	1	17	1	17	3	50	1	17	441	30	17	17	50	17	441	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	10	1	50	1	50	0	0	0	0	457	10	50	50	0	0	457	22	5	45	35	15	442
B. about the same as my regular schoolwork	85	0	0	9	53	4	24	4	24	440	85	0	53	24	24	440	62	7	53	31	9	445
C. easier than my regular schoolwork	5	0	0	0	0	0	0	1	100	400	5	0	0	0	100	400	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	5	0	0	0	0	0	0	1	100	422	5	0	0	0	100	422	24	7	48	33	12	444
B. a few times a week	75	0	0	9	60	2	13	4	27	439	75	0	60	13	27	439	53	7	54	31	9	445
C. once a week	10	1	50	1	50	0	0	0	0	458	10	50	50	0	0	458	9	6	46	33	15	442
D. a few times a month	10	0	0	0	0	2	100	0	0	437	10	0	0	100	0	437	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	0										0						25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	40	0	0	6	75	0	0	2	25	441	40	0	75	0	25	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	55	0	0	4	36	4	36	3	27	437	55	0	36	36	27	437	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	5	1	100	0	0	0	0	0	0	470	5	100	0	0	0	470	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	0	0	1	100	420	100	0	0	0	100	420						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number